

Progress Monitoring General Outcome Measures Tools Chart

As of April 2011

This tools chart reflects the results of the third annual review of progress monitoring tools by the [Center's Technical Review Committee \(TRC\)](#).

The Center defines progress monitoring as repeated measurement of academic performance to inform instruction of individual students in general and special education in grades K-8. It is conducted at least monthly to (a) estimate rates of improvement, (b) identify students who are not demonstrating adequate progress and/or (c) compare the efficacy of different forms of instruction to design more effective, individualized instruction.

Chart Features

- The tools in this chart have been rated against one or both sets of technical adequacy standards related to progress monitoring: General Outcome Measures (GOMs) and Mastery Measures (MMs). The tabs above the chart will bring you to the tools rated under the set matching the tab name.
- Across the top of the chart are the standards by which the TRC reviews each tool. Click on each standard for a detailed description of how the rating was defined.
- The vendors of the tools have provided implementation information which includes the cost of the tool, what is needed to implement it, the support you will receive from the vendor, how the tool is intended to be used, and with whom it should be used. To access this information, click on name of the tool in the "Area" column.
- The ratings in the chart can be clicked on to view the specific data submitted for Reliability of the Performance Level Score, Reliability of the Slope, Validity of the Performance Level Score, Predictive Validity of the Slope of Improvement and Disaggregated Reliability and Validity Data.
- Every column of the chart can be sorted by clicking the arrows at the top of the column.
- The tools in the chart can be filtered by subject and by grade using the filter tool at the top of the chart. To see all tools again, hit "Reset."
- Tools can be compared by clicking the boxes on the far right of the chart. Pick as many tools as you wish to compare and hit the "Compare" button. To see all tools again, hit "Reset."

The National Center on RTI publishes this chart to assist educators and families in becoming informed consumers who can select progress monitoring tools that best meet their individual needs.

The Center's Technical Review Committee (TRC) on Progress Monitoring independently established a set of criteria for evaluating the technical adequacy of progress monitoring tools. The TRC rated each submitted tool against these criteria but did not compare it to other tools on the chart. The presence of a particular tool on the chart does not constitute endorsement and should not be viewed as a recommendation from either the TRC on Progress Monitoring or the National Center on RTI.

Please note that all submissions to the TRC review process were voluntary. The National Center on RTI will issue another call for progress monitoring tools in fall 2011.



General Outcome Measures

Tools	Area	Reliability of the Performance Level Score	Reliability of the Slope	Validity of the Performance Level Score	Predictive Validity of the Slope of Improvement	Alternate Forms	Sensitive to Student Improvement	End-of-Year Benchmarks	Rates of Improvement Specified	Norms Disaggregated for Diverse Populations	Disaggregated Reliability and Validity Data
AIMSweb	Math	●	●	●	●	◐	○	●	●	No	●
	Oral Reading	●	●	●	●	●	●	●	●	No	●
	Test of Early Literacy - Letter Naming Fluency	●	●	●	●	●	●	●	●	No	●
	Test of Early Literacy - Letter Sound Fluency	●	●	●	●	●	●	●	●	No	●
	Test of Early Literacy - Nonsense Word Fluency	●	●	●	●	●	●	●	●	No	●
	Test of Early Literacy - Phonemic Segmentation Fluency	●	●	●	●	●	●	●	●	No	●
	Test of Early Numeracy - Missing Number	●	●	●	●	●	○	●	●	No	●
	Test of Early Numeracy - Number ID	●	●	●	●	●	○	●	●	No	●
	Test of Early Numeracy - Oral Counting	●	●	●	●	●	○	●	●	No	●
	Test of Early Numeracy - Quantity Discrimination	●	●	●	●	●	○	●	●	No	●
Legend ● Convincing evidence ◐ Partially convincing evidence ○ Unconvincing evidence — Data unavailable or inadequate * Added in the 2010 review † Updated in the 2010 review											



General Outcome Measures Continued

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Curriculum Based Measurement in Reading (CBM-R)	Letter Sound Fluency	●	●	●	●	●	●	●	●	No	—
	Maze Fluency	●	●	●	●	●	●	●	●	No	—
	Passage Reading Fluency	●	●	●	●	●	●	●	●	No	—
	Word Identification Fluency	●	●	●	●	●	●	●	●	No	—
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Dynamic Indicators of Basic Early Literacy Skills (DIBELS 6th Edition)	Initial Sound Fluency	●	—	●	—	●	●	○	○	No	—
	Nonsense Word Fluency	●	—	●	○	●	●	○	○	No	—
	Oral Reading Fluency	●	—	●	—	●	●	●	○	No	●
	Phonemic Segmentation Fluency	●	—	●	—	●	●	●	○	No	—
	Word Use Fluency	●	—	○	—	●	●	●	○	No	—
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mClass Math	Computation	●	○	●	○	—	—	●	—	No	—
	Concepts	●	○	●	○	●	—	●	—	No	—
	Oral Counting	●	○	●	—	—	—	●	—	No	—
	Missing Number	●	○	●	○	◐	—	●	—	No	—
	Next Number	●	○	●	—	◐	—	●	—	No	—
	Number Facts	●	○	●	○	●	—	●	—	No	—
	Number Identification	●	○	●	—	●	—	●	—	No	—
	Quantity Discrimination	●	○	●	○	●	—	●	—	No	—
Monitoring Basic Skills Progress (MBSP)	Basic Math Computation	●	●	●	●	●	●	●	●	No	—
	Basic Math Concepts / Applications	●	●	●	●	●	●	●	●	No	—
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Orchard Software	*Math	○	—	○	—	○	○	—	—	No	—
	*Reading / Language Arts	○	—	○	—	○	—	—	—	No	—
Scholastic	Reading Inventory	●	—	●	—	●	●	●	●	No	—
STAR	ⁱ Early Literacy	●	●	●	●	●	●	●	●	No	●
	ⁱ Math	●	●	●	●	●	●	●	●	No	●
	ⁱ Reading	●	●	●	●	●	●	●	●	No	●
STEEP	Oral Reading Fluency	●	●	●	●	●	●	●	●	No	—
Vanderbilt RTI Monitor (Hasselbring et al.)	*Math	●	—	●	—	◐	—	○	—	No	—
	*Reading	●	—	●	—	◐	—	●	—	No	—
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Yearly ProgressPro	Math	●	●	●	●	●	●	●	●	No	—
	Reading Language Arts	●	●	●	●	●	●	●	●	No	—
	Reading Maze Fluency	●	●	●	●	●	●	●	●	No	—
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Mastery Measurement

Tools	Area	Skill Sequence	Sensitive to Student Improvement	Reliability	Validity	Pass/Fail Decision	Disaggregated Reliability and Validity Data
Accelerated Math	Math	●	●	●	●	●	●
Eduss	RTI Program Screening & Progress Monitoring	○	○	○	—	○	—
MathFacts in a Flash	ⁱ Math	●	●	●	●	●	●
Legend	● Convincing evidence ● Partially convincing evidence ○ Unconvincing evidence — Data unavailable or inadequate * Added in the 2010 review ⁱ Updated in the 2010 review						